



North Myrtle Beach Middle

11240 Highway 90

Little River, South Carolina

Grades	6-8 Middle School	
Enrollment	1,021 Students	
Principal	Virginia W. Horton	843-399-6136
Superintendent	Dr. Cynthia Elsberry	843-488-6700
Board Chair	Will Garland	843-358-8002

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Average	Below Average
2007	Average	At-Risk
2006	Average	At-Risk
2005	Good	Average
2004	Good	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

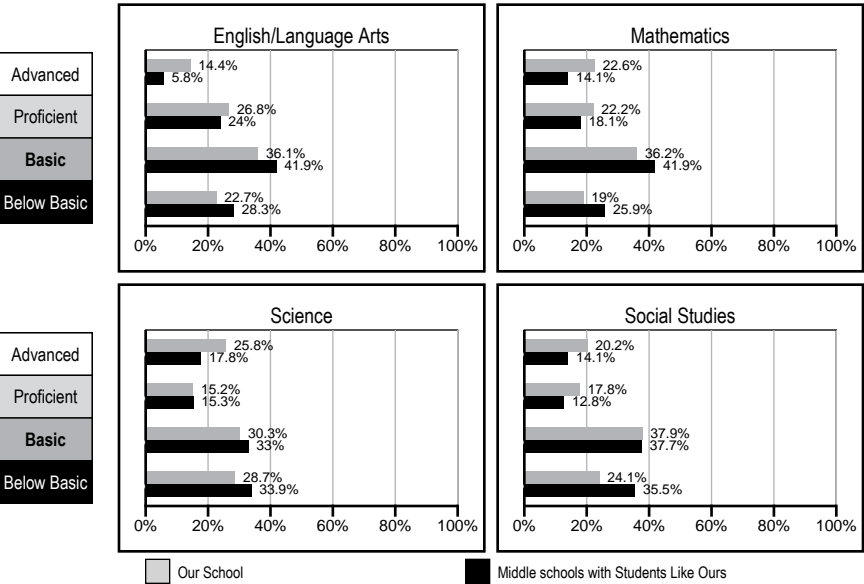
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 90.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	19	26	3

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	99.2	98.0
English 1	100.0	97.4
Physical Science	0	48.7
All Subjects	99.4	97.6

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=1,021)				
Students enrolled in high school credit courses (grades 7 & 8)	56.2%	Down from 74.8%	23.3%	19.4%
Retention rate	1.1%	Down from 1.6%	1.5%	1.8%
Attendance rate	97.1%	Up from 96.9%	95.9%	95.8%
Eligible for gifted and talented	25.8%	Up from 24.7%	17.8%	15.3%
With disabilities other than speech	14.6%	Down from 14.7%	14.2%	12.9%
Older than usual for grade	1.1%	Down from 1.9%	2.9%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.7%	Down from 3.2%	0.6%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=63)				
Teachers with advanced degrees	44.4%	Up from 40.3%	53.7%	55.0%
Continuing contract teachers	81.0%	Up from 75.8%	74.1%	70.6%
Teachers with emergency or provisional certificates	6.6%	Up from 3.8%	5.3%	5.4%
Teachers returning from previous year	86.9%	Down from 88.8%	84.7%	83.4%
Teacher attendance rate	95.4%	Down from 95.7%	94.8%	94.9%
Average teacher salary	\$48,467	Up 5.5%	\$44,624	\$44,706
Professional development days/teacher	18.8 days	Up from 15.2 days	11.6 days	11.8 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	3.0
Student-teacher ratio in core subjects	24.1 to 1	Up from 23.5 to 1	20.7 to 1	20.1 to 1
Prime instructional time	91.1%	Down from 91.7%	89.3%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.1%	Up from 95.1%	98.0%	98.0%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil*	\$6,993	Up 19.2%	\$6,976	\$7,097
Percent of expenditures for instruction*	65.4%	Down from 71.3%	62.2%	64.4%
Percent of expenditures for teacher salaries*	61.1%	Down from 66.3%	59.0%	59.4%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

North Myrtle Beach Middle School's students and staff experienced a successful 2007-2008 school year in a variety of areas.

Our students achieved a number of noteworthy academic achievements. Eight students were designated as Duke Tip Scholars based on their performance on the SAT, and 45 eighth grade students qualified as South Carolina Junior Scholars based on their performance on the PSAT. One hundred and seven students were inducted into Junior Beta Club based on their academic achievement. The school's Mathcounts Team placed fourth in regional competition, and two members of the team competed at the state level in the individual competition. The school's Mock Trial Team was one of the winning teams in regional competition and was first runner-up at the state level.

Our students also achieved a number of accomplishments in the fine arts area. Twenty-one students were selected to perform in All County Chorus, ten students were selected to perform in All County Orchestra, and seven students were selected to perform in All County Band.

The school continued to offer a strong academic program for all students. The following classes were offered for high school credit: English I Honors, Algebra I Honors, Geometry Honors, Keyboarding and Computer Applications.

The school continued to participate in two initiatives: Teachfirst and Making Middle Grades Work. Through these initiatives, the staff committed to a school-wide focus on literacy across the curriculum. Through Teachfirst, our staff worked in professional learning communities which continued the previous year's goals of organizing students as they entered the classroom and teaching all students to take Cornell notes. Three new goals were added this year: sustained silent reading each day throughout the week, teaching academic vocabulary in each discipline, and summarization of material.

Another accomplishment was the success of our eighth grade transition program to prepare our students to leave the middle school and begin high school. Our guidance department held conferences with all eighth grade students and their parents to develop an individualized graduation plan. To complete the transition process, three transition nights for students and parents were held at the high school.

North Myrtle Beach Middle School received an "All Clear" accreditation status from the State Department of Education for the year and continues to be accredited through the Southern Association of Schools and Colleges. The school met the state objective for having "highly qualified" teachers with 100% of our staff meeting that objective.

We are proud of the successes of our students and staff this year, and we continue our journey towards excellence in our "Quest for the Best" for the students of North Myrtle Beach Middle School.

Virginia W. Horton, Principal

Sheila Evans, School Improvement Council Vice-Chairperson 2007-2008

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	65	318	178
Percent satisfied with learning environment	96.9%	81.9%	86.7%
Percent satisfied with social and physical environment	96.9%	81.3%	81.3%
Percent satisfied with school-home relations	87.5%	86.6%	80.9%

* Only students at the highest middle school grade level and their parents were included.

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School Adequate Yearly Progress

NO

This school met 20 out of 25 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.0%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	0.9%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.1%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	995	99.9	23.8	37.4	26.9	12	48.4	57.2	48.2	Yes	Yes
Gender											
Male	527	99.8	31.7	34.6	25.9	7.9	42.2	50.3	41.7	N/A	N/A
Female	468	100	15.1	40.4	28	16.5	55.1	64.4	55	N/A	N/A
Racial/Ethnic Group											
White	641	100	16.4	35.5	32.1	16	57.8	65.4	60	Yes	Yes
African American	289	99.7	38	43.4	15.7	2.9	28.1	34.7	31.7	No	Yes
Asian/Pacific Islander	13	100	0	9.1	54.5	36.4	90.9	73	70.4	I/S	I/S
Hispanic	43	100	39	34.1	17.1	9.8	34.1	43.1	38.4	Yes	Yes
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	I/S	47	47	I/S	I/S
Disability Status											
Disabled	145	100	63.7	30.4	3	3	8.9	21.7	16	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	38	100	41.2	38.2	14.7	5.9	29.4	39.1	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	554	99.8	31.7	42	20	6.3	36.8	44.9	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	995	99.9	20.2	38.1	21.8	19.9	51.4	56.4	45.8	Yes	Yes
Gender											
Male	527	99.8	23.4	36.9	21.1	18.6	48.7	55.9	45.6	N/A	N/A
Female	468	100	16.7	39.5	22.6	21.2	54.4	57	45.9	N/A	N/A
Racial/Ethnic Group											
White	641	100	14.4	32.8	26.7	26.2	62.8	65.2	59	Yes	Yes
African American	289	99.7	31.4	50.4	12	6.2	28.1	31.6	26.9	No	Yes
Asian/Pacific Islander	13	100	0	27.3	27.3	45.5	81.8	75	71.3	I/S	I/S
Hispanic	43	100	36.6	39	12.2	12.2	31.7	42.6	38.1	Yes	Yes
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	I/S	48.5	46.2	I/S	I/S
Disability Status											
Disabled	145	100	54.8	34.8	8.9	1.5	14.8	20.8	17.1	No	Yes
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	38	100	35.3	38.2	20.6	5.9	32.4	41	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	554	99.8	27.1	44.8	16.6	11.5	38	43.9	31.4	No	Yes

* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	664	99.9	28.2	30.3	15.3	26.1	41.4	41.4	35.7	97.1	96.3
Gender											
Male	350	99.7	30.8	27.3	14.6	27.3	41.9	43.8	37.4	96.9	96.2
Female	314	100	25.5	33.6	16.1	24.8	40.9	39	33.8	97.3	96.4
Racial/Ethnic Group											
White	425	99.8	19.8	28	17.2	35	52.2	50.4	49.2	96.9	96.1
African American	192	100	45.1	35.7	9.9	9.3	19.2	16.7	17	97.7	96.7
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	63.8	58	96.9	97.4
Hispanic	29	100	48.1	25.9	14.8	11.1	25.9	26.2	24.9	96.1	96.8
American Indian/Alaskan	6	I/S	I/S	I/S	I/S	I/S	I/S	28.3	37.4	97.6	95.5
Disability Status											
Disabled	100	100	68.5	17.4	8.7	5.4	14.1	15.2	14	96.2	95.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	99.4
English Proficiency											
Limited English Proficient	28	100	45.8	37.5	8.3	8.3	16.7	22.7	24.4	96.4	97
Socio-Economic Status											
Subsided meals	370	100	40.2	30	12	17.7	29.7	28.8	21.1	96.8	96

Social Studies

All Students	660	99.9	24	37.9	18	20.1	38.1	41.6	34	97.1	96.3
Gender											
Male	349	100	25.4	29.7	20.4	24.5	44.9	45.3	36.6	96.9	96.2
Female	311	99.7	22.4	46.9	15.3	15.3	30.6	37.8	31.3	97.3	96.4
Racial/Ethnic Group											
White	430	99.8	15.8	37.9	20.1	26.1	46.2	48.6	44.5	96.9	96.1
African American	192	100	41.5	39.3	12.6	6.6	19.1	20.7	19.1	97.7	96.7
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S	57.2	58.9	96.9	97.4
Hispanic	26	100	30.8	26.9	23.1	19.2	42.3	33.9	27.5	96.1	96.8
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	39.1	32.7	97.6	95.5
Disability Status											
Disabled	98	100	58.9	27.8	8.9	4.4	13.3	17.1	14.4	96.2	95.7
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	99.4
English Proficiency											
Limited English Proficient	24	100	30.4	39.1	13	17.4	30.4	30.8	27.3	96.4	97
Socio-Economic Status											
Subsided meals	368	99.7	31.6	40.1	16.8	11.5	28.3	29.8	21	96.8	96

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	325	100	24.4	32.3	26.7	16.5	43.2
	7	342	100	33	36.4	24	6.5	30.5
	8	366	100	25.2	46.8	23.1	4.9	28
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	313	100	18.3	30.2	33.9	17.6	51.5
	7	332	100	25.4	40.1	25.1	9.4	34.5
	8	350	99.7	27.2	41.4	22.2	9.3	31.5
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	325	100	14.5	39.6	24.8	21.1	45.9
	7	342	99.7	21.3	42.5	15.3	20.9	36.3
	8	366	100	24.3	53.5	15.5	6.7	22.2
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	313	100	16.3	26.4	27.8	29.5	57.3
	7	332	100	20.5	38.1	20.8	20.5	41.4
	8	350	99.7	23.5	48.8	17.3	10.5	27.8
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	165	100	34.9	26.3	13.8	25	38.8
	7	342	99.4	38.1	25.3	12.5	24.1	36.6
	8	187	100	32.3	39.6	12.8	15.2	28
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	156	99.4	40.7	18.6	15.2	25.5	40.7
	7	331	100	21.6	37.3	13.7	27.5	41.2
	8	177	100	29.6	27.8	18.5	24.1	42.6
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	163	99.4	23	35.8	20.9	20.3	41.2
	7	342	99.7	36.6	34.1	9.1	20.3	29.4
	8	182	100	16	57.4	14.2	12.3	26.5
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	157	100	14.1	30.9	24.2	30.9	55
	7	331	99.7	29.7	35.9	15.4	19	34.3
	8	172	100	22.2	48.1	17.3	12.3	29.6

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample